

### 364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

### 381. SOCIAL STUDIES STANDARDS - GRADE 1, SECTIONS 382 THROUGH 394.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

### 382. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use the calendar to measure days, weeks, months, and years.	i. Create a daily calendar activity. ii. Generate a calendar.
	b. Identify current events involving the community.	i. Generate a newsletter. ii. Participate in spontaneous discussions.
	c. Use correctly the terms of past, present, future, yesterday, today, and tomorrow.	i. Develop an oral discussion around a calendar activity.

	d. Create a timeline that shows personal experiences that take place over a period of time.	i. Make a "Here I Am" book. ii. Use a timeline for the school year to show holidays and birthdays.
	e. Recognize that every person, group, and country has a story about its past and this is called its "history."	i. Share something from personal history. ii. Role-play a character from children's historical literature.

### 383. EVOLUTION OF DEMOCRACY.

Evolution of Democracy standards do not apply at this grade level.

### 384. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know that Native American people lived on this continent before people came from Europe.	i. Read stories of Native American people. ii. Invite Native American guests to come and share their culture.
	b. Describe the Voyage of Columbus in 1492.	i. Learn a poem and the names of Columbus's three ships. ii. Create an art project to go with the poem.

### 385. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify reasons why early colonists came to the New World.	i. Read and discuss a book about the pilgrims. ii. Participate in a class Thanksgiving feast.
	b. Know that the people in the local community have their origins in many areas of the world.	i. Create a family history map of ancestors. ii. Participate in a "Christmas Around the World" activity. iii. Share literature from various cultures.

### 386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Compare different types of transportation and their uses.	i. Explore forms of public transportation. ii. Group and categorize transportation according to what goes on land, water, and in the air.

	b. Compare differences in the ways American families live today to how they lived in the past.	i. Share literature about life in the past. ii. Share videos that depict past lives.
	c. Identify ways machines and technology are used in home and school.	i. Categorize machines by their use in the home such as what machines help us with cooking and preparing for school. ii. Draw a picture of a new invention and explain to the class what its purpose is.

### 387. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explain why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.	i. Read stories and discuss events around Independence Day. • Do an activity with the Declaration of Independence (signing their own giant one). • Read the story <u>The Wall</u> and make your own 1 <sup>st</sup> grade wall. Have them write their name and a note to thank a veteran on their own 3 x 6 brick. Hang them all together to create the wall. ii. Make a "Martin Luther King" book. iii. Do a simulation of segregation using eye color.
	b. Understand that some people were not free in early America.	i. Watch the video "Reading Rainbows, Follow the Drinking Gourd." ii. Listen to the music from the era of slavery in the United States.

### 388. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Recognize that each person belongs to many groups (family, school, friends, neighborhood, community, nation).	i. Make a family mobile. ii. Make a community collage.
	b. Describe how people's appearances are alike and different, creating diversity among the American population.	i. Make a collage of similarities and differences in people. ii. Make graphs to show differences in classmates' eye and hair color.
	c. Explain how families vary in structure and size.	i. Make a "Meet My Family" book. ii. Make a "Families Are Important" book.
	d. Name several ways families and community members work, learn, play, and care for one another.	i. Ask someone from the community to talk to the class about what they do. ii. Invite the school counselor to talk to the class.

	e. Describe how people of different cultures have the same basic needs but may meet them in different ways.	i. Make a four-sided diorama representing different cultures. ii. Make a picture quilt showing different ways of life; hook together to show everyone is similar.
	f. Compare stories, pictures, and music of other selected times and places in America's past.	i. Learn Patriotic songs such as the Star Spangled Banner, God Bless America, Grand Old Flag, and America. ii. Share literature and compare stories.

### 389. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Recognize and become familiar with the significance of American symbols and figures.	i. Look at pictures of the flag, Statue of Liberty, and White House, and discuss the significance and meaning of each. ii. Do a fun activity or art project with each.
	b. Participate within groups to make decisions and solve problems.	i. "Classroom Circle Time" participation. ii. Classroom planning for parties.
	c. Describe some rules and explain why they are necessary.	i. Post list of classroom rules. ii. School tour of rules. iii. Instruct and play games (matching or memory games).

### 390. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify famous presidents such as George Washington, Thomas Jefferson, and Abraham Lincoln.	i. Participate in stories and legends about George Washington. ii. Make a class chart about Thomas Jefferson that shows famous things about him. iii. Do "clean a penny activity" using vinegar and salt or catsup. iv. Make a log cabin with pretzels.
	b. Name the current United States President.	i. Write a letter to the President. ii. Display pictures of him.
	c. Know that the people in the United States vote for their leaders.	i. Hold class simulated elections. ii. Read, review, and discuss children's newspapers such as <i>Weekly Reader</i> or <i>Scholastic</i> .

### 391. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.	i. Make up classroom rules together. ii. Discuss what it would be like if we had no rules.

	b. Explain why people in authority must apply rules fairly.	i. Take a field trip to the police station. ii. Invite a guest to come and talk to the class.
	c. Name some responsibilities that students have in the classroom, at home, in the community.	i. Participate in an oral discussion. ii. Write in a journal.
	d. Know that voting is one way in which rules are developed.	i. Make a voting booth out of a large box. ii. Participate in classroom voting.
	e. Demonstrate good citizenship.	i. Discuss what makes a good citizen. ii. Make a "Be Positive" stick in which kids watch all day for classmates doing nice positive things for others. At the end of the day all come together and pass around the "stick." One by one each child states something they observed as being positive.

### 392. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify the basic needs of people such as food, clothing, and shelter.	i. Play a game from Project Wild about the needs of bears and then compare people and bears. ii. Create a class poster using Popsicle sticks and colored paper that shows basic needs.
	b. Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.	i. Talk about pioneers and bartering. ii. Participate in a bartering activity.
	c. Name things that people may want but do not need and explain the difference.	i. Participate in a class discussion about needs and wants. ii. Cut and paste pictures and categorize into needs and wants.
	d. Identify ways to save money for future needs and wants.	i. Share how people earn and save money. ii. Use classroom money to demonstrate needs and wants such as drinks and bathroom privileges, etc.
	e. Identify chores that children can do at home or in the classroom to be helpful and responsible.	i. Discuss different chores people have at home. ii. Make a poster showing an individual's chores at home.

### 393. ECONOMIC INFLUENCES.

Economic Influences standards do not apply at this grade level.

**394. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Explain what maps and globes represent and how they are used.	i. Complete the map skills in the Weekly Reader. ii. Follow a teacher-generated map around the school.
	b. Use directions on a map: East, West, South, and North.	i. Play games using east, west, south, and north. ii. Participate in a treasure hunt using directions.
	c. Understand that maps have keys or legends.	i. Make a neighborhood map with a legend. ii. Generate symbols to be used on a map.
	d. Identify continents and large bodies of water on a globe or a map.	i. Participate in a group activity with maps and globes. ii. Learn a song to help remember.
	e. Name and locate continent, country, state, and community in which the class lives.	i. Make a layered map using a large paper circle to represent the earth. Glue on a pre-drawn shape of North America then add the United States, glue on the state of Idaho followed by the community. ii. Practice locating continents, countries, and states on maps.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Describe ways people adjust to their environment.	i. Invite a guest speaker and discuss what to do in the event of a flood, drought, earthquake, snowstorm, or man-made situation. ii. Make a list of items needed to create a survival pack for the home.